



GRADE 12 DIPLOMA EXAMINATION

English 33
Part A: Written Response

January 1984

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 33**

PART A: Written Response

GENERAL INSTRUCTIONS

This examination consists of **THREE** sections. Complete **ALL** sections. Read the **WHOLE** examination before you begin to write. Budget your time carefully.

Total time: 2½ hours

The three sections of the test are as follows:

Section I: Personal Response to Literature
Suggested time: 75 minutes (1¼ hours)
Value: 50% of this examination
Page 2

Section II: Functional Writing
Suggested time: 45 minutes (¾ of an hour)
Value: 30% of this examination
Page 11

Section III: Critical Response to Visual Communication
Suggested time: 30 minutes (½ an hour)
Value: 20% of this examination
Page 18

You may use a **DICTIONARY** and a **THESAURUS**

Space is provided for **PLANNING AND DRAFTING** and for **REVISED WORK** in each section.

Please use blue or black ink for revised work.

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JANUARY 1984

Section I: Personal Response to Literature

Read the story below and complete the assignment that follows.

THE FIGHT

The first half of the school day passed without incident. I sat looking at the strange reading book, following the lessons. The subjects seemed simple, and I felt that I could keep up. My anxiety was still in me; I was wondering how I would get on with the boys. Each new school meant a new area of life to be conquered. Were the boys tough? How hard did they fight? I took it for granted that they fought.

At noon recess I went into the school grounds, and a group of boys sauntered up to me, looked at me from my head to my feet, whispering among themselves. I leaned against a wall, trying to conceal my uneasiness.

"Where you from?" a boy asked.

"Jackson," I answered.

"How come they make you people so ugly in Jackson?" he demanded.

There was loud laughter.

"You're not any too good-looking yourself," I yelled.

"Oh!"

"Aw!"

"You hear what he told 'im?"

"You think you're smart, don't you?" the boy asked, sneering.

"Listen, I ain't picking a fight," I said. "But if you want to fight, I'll fight."

"Hunh, hard guy, ain't you?"

"Hard as you."

This was my test. If I failed now, I would have failed at school, for the first trial came not in books, but in how one's fellows took one, what value they placed upon one's willingness to fight.

"Take back what you said," the boy cried.

"Make me," I said.

The crowd howled, sensing a fight. The boy hesitated, weighing his chances of beating me.

"You ain't gonna take what that new boy said, is you?" someone taunted the boy.

The boy came close. I stood my ground. Our faces were four inches apart.

"You think I'm scared of you, don't you?" he asked.

"I told you what I think," I said.

Somebody, eager and afraid that we would not fight, pushed the boy and he bumped into me. I shoved him away.

"Don't push me!" the boy said.

"Then keep off me!" I said.

He was pushed again, and I struck out with my right and caught him in the mouth. The crowd yelled and moved so close that I could barely lift my arm to land a blow. When either of us tried to strike the other, we would be thrown off balance by the screaming boys. Knowing that if I did not win or make a good showing I would have to fight a new boy each day, I fought tigerishly, trying to leave a scar, seeking to draw blood as proof that I was not a coward, that I could take care of myself. The bell rang, and the crowd pulled us apart. The fight seemed a draw.

"I ain't through with you!" the boy shouted.

Continued



In the classroom the boys asked me questions about myself; I was someone worth knowing. When the bell rang, I was set to fight again, but the boy was not in sight.

On my way home I found a cheap ring in the streets and at once I knew what I was going to do with it. The ring had a red stone held by tiny prongs which I loosened, took the stone out, leaving the sharp tiny prongs jutting up. I slid the ring on to my finger and shadowboxed. Now, let a bully come and I would show him how to fight; I would leave a crimson streak on his face with every blow.

But I never had to use the ring. After I had exhibited my new weapon at school, a description of it spread among the boys. I challenged my enemy to another fight, but he would not respond. Fighting was not now necessary. I had been accepted.

Richard Wright

Section I: Personal Response to Literature Assignment

Everyone has experienced situations in which being accepted by a new group was of greatest importance. Some people, like the boy in “The Fight,” have been placed in situations where they have had to gain acceptance through physical conflict; others have gained their acceptance in ways that do not require such direct physical action.

Write about an experience you have had in which you had to gain acceptance. You may present your ideas in any prose form that will make your writing interesting. For example, you might wish to present your ideas as a letter, a page from a journal, or a conversation. To develop your ideas you might wish to use description, anecdotes, definition, reasons, examples, or any combination of these and other methods that would be suitable.

Be sure that the answers to the following questions can be found in your writing:

- What was the situation?
- How did you try to gain acceptance?
- What were the results of your actions?
- How do you feel about your actions now that you are able to look back on them?
- What did the experience teach you about getting along with people?

Section I: Personal Response to Literature

PLANNING AND DRAFTING

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There is additional space for Planning and Drafting on pages 6 and 8.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

There is additional space for Revised Work on pages 7 and 9.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

There is additional space for Planning and Drafting on page 8.

Section I: Personal Response to Literature

REVISED WORK

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There is additional space for Revised Work on page 9.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section I: Personal Response to Literature

REVISED WORK

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GO ON TO SECTION II

Section II: Functional Writing

Your school or community is planning to present a citizenship award. You have been asked to nominate someone. The award is to be presented to a person whose activities, accomplishments, and personality have made life better for others. The person chosen for the award need not be well known in the school or community.

Complete the nomination form that follows. **CONVINCE** the awards committee that the person you have nominated should receive the award.

NOTE: You should write about someone you know. However, to keep identities anonymous, please do **NOT** use that person's actual last name.

Section II: Functional Writing

PLANNING AND DRAFTING

Nomination Form for Citizenship Award

Name of person being nominated: _____
(use a fictitious last name)

Reasons for the nomination: To enable the awards committee to make an informed decision, please describe the contribution the nominee has made to the school or community. Details should mention the nominee's activities, and accomplishments, and should show how he or she has benefited other people in the school or community.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

There is additional space for Planning and Drafting on pages 14 and 16.

Section II: Functional Writing

REVISED WORK

Nomination Form for Citizenship Award

Name of person being nominated: _____
(use a fictitious last name)

Reasons for the nomination: To enable the awards committee to make an informed decision, please describe the contribution the nominee has made to the school or community. Details should mention the nominee's activities, and accomplishments, and should show how he or she has benefited other people in the school or community.

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There is additional space for Revised Work on pages 15 and 17.

Section II: Functional Writing

PLANNING AND DRAFTING

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Section II: Functional Writing

REVISED WORK

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Section II: Functional Writing

PLANNING AND DRAFTING

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Section II: Functional Writing

REVISED WORK

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Section III: Critical Response to Visual Communication

Examine the cartoon and answer the THREE questions that follow. Answer each question in paragraph form.



1. State TWO ideas that are suggested by the way the cartoonist has drawn the first taxpayer. Refer to specific details in the cartoon to support each of your ideas.

Continued on next page.

2. Explain how you would feel if you were the beaver. Give TWO reasons to support your answer.

Question 3 is on the next page.

3. State the MAIN idea suggested by the cartoon. Refer to TWO details in the cartoon to support your view.

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CREDIT

From pp. 78-80 (under the title “The Fight”) in *Black Boy* by Richard Wright. Copyright 1937, 1942, 1944, 1945 by Richard Wright. By permission of Harper & Row, Publishers, Inc.



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